

## PEE DEE ELEMENTARY

6555 Highway 134  
Conway, South Carolina 29527

**GRADES** K-5 Elementary School

**ENROLLMENT** 453 Students

**PRINCIPAL** Linda Bell 843-397-2579

**SUPERINTENDENT** Gerrita Postlewait 843-488-6700

**BOARD CHAIR** Will Garland 843-358-8002

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	17	51	13	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

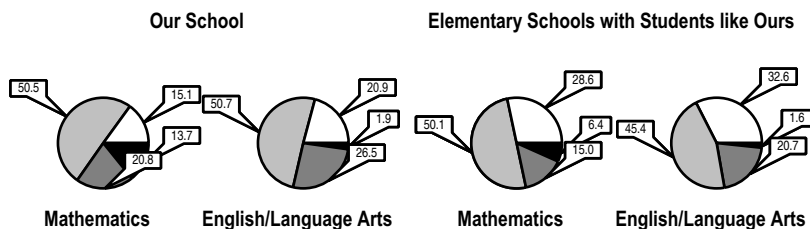
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




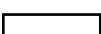
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Below Average	N/A
2002	Good	Average	N/A
2003	Good	Unsatisfactory	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	36	80	66
Percent satisfied with learning environment	100.0%	90.0%	90.6%
Percent satisfied with social and physical environment	100.0%	81.3%	78.1%
Percent satisfied with home-school relations	97.1%	87.3%	81.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	227	100.0	20.9	50.7	26.5	1.9	28.4	17.6
Gender								
Male	125	100.0	25.2	49.6	24.3	0.9	25.2	17.6
Female	102	100.0	15.6	52.1	29.2	3.1	32.3	17.6
Racial/Ethnic Group								
White	170	100.0	16.0	53.8	28.2	1.9	30.1	17.6
African-American	50	100.0	34.7	40.8	22.4	2.0	24.5	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	188	100.0	20.9	46.3	30.5	2.3	32.8	17.6
Disabled	39	100.0	20.6	73.5	5.9	N/A	5.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	227	100.0	21.0	50.5	26.7	1.9	28.6	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	226	100.0	20.5	51.0	26.7	1.9	28.6	17.6
Socio-Economic Status								
Subsidized meals	181	100.0	23.2	51.8	23.8	1.2	25.0	17.6
Full-pay meals	46	100.0	11.1	46.7	37.8	4.4	42.2	17.6

Mathematics								
All students	227	100.0	15.1	50.5	20.8	13.7	34.4	15.5
Gender								
Male	125	100.0	17.2	50.0	19.0	13.8	32.8	15.5
Female	102	100.0	12.5	51.0	22.9	13.5	36.5	15.5
Racial/Ethnic Group								
White	170	100.0	12.1	51.6	22.3	14.0	36.3	15.5
African-American	50	100.0	24.5	44.9	18.4	12.2	30.6	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	188	100.0	14.6	45.5	24.2	15.7	39.9	15.5
Disabled	39	100.0	17.6	76.5	2.9	2.9	5.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	227	100.0	15.2	50.2	20.9	13.7	34.6	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	226	100.0	15.2	50.2	20.9	13.7	34.6	15.5
Socio-Economic Status								
Subsidized meals	181	100.0	17.6	50.9	18.8	12.7	31.5	15.5
Full-pay meals	46	100.0	6.7	46.7	28.9	17.8	46.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2002</b>	Grade 3	51	N/A	13.7	43.1	39.2	3.9	43.1
	Grade 4	72	N/A	18.3	52.1	28.2	1.4	29.6
	Grade 5	64	N/A	15.6	64.1	18.8	1.6	20.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2003</b>	Grade 3	68	100.0	12.5	43.8	37.5	6.3	43.8
	Grade 4	72	100.0	17.2	46.9	35.9	N/A	35.9
	Grade 5	87	100.0	30.1	59.0	10.8	N/A	10.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

<b>Mathematics</b>								
<b>2002</b>	Grade 3	51	N/A	11.8	49.0	17.6	21.6	39.2
	Grade 4	72	N/A	11.1	56.9	22.2	9.7	31.9
	Grade 5	64	N/A	9.4	54.7	25.0	10.9	35.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2003</b>	Grade 3	68	100.0	9.4	51.6	25.0	14.1	39.1
	Grade 4	72	100.0	14.1	46.9	15.6	23.4	39.1
	Grade 5	87	100.0	20.2	52.4	21.4	6.0	27.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 453)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.0%	Down from 2.2%	3.4%	2.4%
Attendance rate	95.6%	Down from 96.6%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	12.9%	Up from 9.5%	8.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.0%	Up from 7.7%	9.0%	8.0%
Older than usual for grade	0.9%	Down from 1.0%	2.0%	1.1%
Suspended or expelled	0.4%	Down from 0.5%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	48.6%	Up from 44.0%	43.9%	50.0%
Continuing contract teachers	89.2%	Up from 88.0%	83.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.7%	Up from 84.6%	84.7%	86.2%
Teacher attendance rate	94.4%	Down from 95.2%	94.9%	95.3%
Average teacher salary	\$39,146	Down 3.6%	\$39,285	\$39,909
Prof. development days/teacher	9.5 days	Down from 10.6 days	12.1 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio	19.8 to 1	Up from 17.9 to 1	18.1 to 1	18.9 to 1
Prime instructional time	89.6%	Down from 91.1%	89.3%	89.7%
Dollars spent per pupil*	\$6,187	Up 3.8%	\$6,006	\$5,892
Percent spent on teacher salaries*	65.5%	Down from 66.1%	66.3%	66.6%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Pee Dee Elementary School has experienced a great year in 2002-03. Our students did well academically and artistically. Students and parents participated in community activities and specific projects this year. Some of the activities included:

Establishment of K-Kids for fourth and fifth grade students sponsored by the local Kiwanis Club  
Lieutenant Governor's Writing Award  
Weekly extended day instruction in ELA and math  
Ongoing wellness program by the school nurse and the sponsorship of workshops to promote healthy living  
Quarterly Awards assemblies to highlight student achievement  
Early Literacy program that served at-risk first graders who are now reading at and above grade level  
The South Carolina Jr. Duck Stamp Competition selected three students' artwork for Honorable Mention  
Spanish instruction as a part of the curriculum for all students  
Weekly Family Reading  
Weekly Preschool Story Hour  
Accelerated Reader reading program  
Saturday Academy to assist students in reading and math  
Fine Arts Day highlighting professional artists, musicians, and performers  
Duke University TIP program  
DARE program for fifth graders

All teachers participated in a variety of staff development activities focusing on literacy and numeracy strategies to enhance teaching effectiveness in the areas of reading, writing and mathematics. The principal and several teachers completed year three of the South Carolina Reading Initiative. The curriculum coach assisted in the development and implementation of the ELA curriculum during staff development. Two teachers completed Second Step training. Paula Cain, a second grade teacher was selected Teacher of the Year.

Pee Dee Elementary School is proud of the School Improvement Council and Parent Teacher Association for their work and support of our school and school programs. Moving into a new facility impacted the overall school environment in a positive way. We look forward to continuing to work with our school community, SIC, PTA, and parents in seeking ways to increase student achievement, parent and community involvement.

Linda Bell, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.